

ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

***Arlington School Committee
Curriculum Instruction Accountability and Assessment
Wednesday, September 28, 2022
8:30 AM***

*Arlington High School
869 Massachusetts
School Committee Room, 6th Floor
Arlington, MA 02476*

Open Meeting (J. Morgan)

Science Camp

Strategic Planning

Old Business

New Business

Approval of Minutes

Adjournment

The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.

Submitted by Jane Morgan, Chair

Massachusetts law requires all open session meetings of public bodies to be accessible to members of the public, including those with disabilities. If you need reasonable accommodations in order to participate in the meeting, contact the Administrative Assistant to the Arlington School Committee Liz Diggins at ediggins@arlington.k12.ma.us.



Town of Arlington, Massachusetts

Location

Summary:

Arlington High School
869 Massachusetts
School Committee Room, 6th Floor
Arlington, MA 02476



Town of Arlington, Massachusetts

Open Meeting (J. Morgan)



Town of Arlington, Massachusetts

Science Camp

ATTACHMENTS:

	Type	File Name	Description
▢	Reference Material	SC_Immersive_Science_Experience.pdf	SC Immersive Science Experience
▢	Reference Material	science_camp_(2).pdf	Science Camp

Immersive Science Experience & Encounter

**Presentation to School Committee
Sept 28, 2022**

Overview

- The APS Science Department is proposing several alternative to the previous science experience offered to 5th grade students.
- We are proposing an **immersive science experience & encoun** that will offer students the opportunity to engage in hands-on **real world applications** of science content as well as **engineering practices**.

Overview

- Experiential learning has a direct impact to socioemotional growth in that learner:
 - take initiative, make decisions and are accountable for results.
 - are actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.
 - are engaged intellectually, emotionally, socially, soulfully and/or physically.
 - develop and nurture relationships: learner to self, learner to others and learner to the world at large.
 - experiences success, failure, adventure, risk-taking and uncertainty, because the outcomes of experience cannot totally be predicted.

Agenda

- Nature's Classroom on Wheels
- Week-long Immersive programs
 - i2learning
 - Engineering is Elementary (MOS)
- Individual field trips
- Next Steps

Nature's Classroom on Wheels

Overview

- Offers single or multi-day programs
- [NOW Menu](#)
- They work with our students in an outdoor space, either at a school or at a nearby local park.
- Aligns with state standards
- “Whether it’s independence or teamwork, students who participate in the Nature’s Classroom NOW program find themselves growing and learning valuable lessons through team-building exercises and collaborative problem-solving.”-Nature’s Classroom

Nature's Classroom on Wheels

Specifics

- \$45 per student per day. For a class of 25 students the cost is \$1,125 per day
- \$27,000 total for all 5th grade for one day (\$135,000 for week)
- NOW sends 1 instructor for every 12 students
- Classes and activities are similar to those that occurred at Alton Jones
- Teachers will schedule with NOW for individual class or school.
- Recommend at least 3 days

Nature's Classroom on Wheels

Pros

- If it is on campus transportation does not have to be scheduled and lunches can be had in the cafeteria.
- Activities are organized and taught by the NOW staff
- Outdoors, interactive and standards aligned
- Scheduled at a convenient time for the teacher



Cons

- Expensive
- No product/capstone at the end

Integrative week long experiences

- i2 Learning
 - Ecosystem: Mystery at Moon Lake
- Engineering is Elementary
 - Develops research-based, classroom-tested programs that empower children to become lifelong STEM learners and passionate problem solvers.

i2 learning-Real World Connection

Ecosystem: The issues students will explore centers around an invasive species gaining a foothold in the lake. Invasive species continue to be an issue around the world, not just in the United States.

i2 learning-Example: Ecosystems Day-by-day

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Welcome (25 min) Welcome students to the course and set the stage for the types of activities they'll engage in throughout the week.</p> <p>Engineering Challenge Warm-Up (1 hr 15 min) Students are given the challenge of designing a fishing net that eliminates bycatch.</p> <p>What's Happening at Loon Lake? (45 min) Students are presented with the week's problem scenario (an ecosystem change in the fictional town of Loon Lake) and draft an initial list of inquiry questions.</p> <p>Introduction to Dams (1 hr 15 min) Students learn about abiotic pieces of ecosystems, and the structure and function of dams. They do an initial build of their dam.</p> <p>Reflect (20 min) Students reflect on what they have learned today and add to their question list.</p>	<p>Welcome (15 min) Review what students learned the day before and preview the things they will learn today.</p> <p>Dams and the Ecosystem (1 hr 15 min) Students work on adding eco-friendly designs to their dams and learn about how beavers build dams.</p> <p>Who Lives in Loon Lake? (45 min) Students learn how biologists estimate populations in ecosystems and use what they learn to determine current and past animal populations at Loon Lake.</p> <p>Ecosystem Mapping (30 min) Students begin to map the energy flow in the Loon Lake ecosystem using the information gathered from the animal populations of Loon Lake.</p> <p>Water Quality Testing (1 hr) Students analyze water samples for multiple characteristics: pH, temperature, dissolved oxygen, turbidity, and chemical contamination.</p> <p>Reflect (15 min) Students reflect on what they have learned today and add to their question list.</p>	<p>Welcome (15 min) Review what students learned the day before and preview the things they will learn today.</p> <p>Loon Lake Long Ago (45 min) Students use newspapers and photos from the past to hypothesize about previous animal populations in Loon Lake and compare them to current animal populations.</p> <p>Biomagnification (1 hr) Students participate in a simulation to help them understand how biomagnification can affect animals in a food web.</p> <p>Public Service Campaign (1 hr) Students will learn the characteristics of effective public service campaigns and begin planning their public service campaigns to share with the town.</p> <p>Reflect (45 min) Students reflect on what they have learned so far and use their understanding from the biomagnification activity to create one ecological pyramid that exists in Loon Lake.</p>	<p>Welcome (30 min) Review what students learned the day before and preview the things they will learn today. Make initial hypotheses about what is happening in Loon Lake.</p> <p>Engineer a Filter Feeder (1 hr) Students learn about filter feeders and design their own "filter feeder."</p> <p>Refining Ecological Pyramids (30 min) Students use their understanding of filter feeders to add numbers to their ecological pyramids.</p> <p>Case Study Analysis (30 min) Students read case studies of ecosystems similar to Loon Lake for comparison and research.</p> <p>Catching the Zebra Mussels (45 mins) Students begin engineering a device to collect zebra mussels from Loon Lake.</p> <p>Reflect (45 min) Students share their public service campaigns with each other to get feedback.</p>	<p>Welcome (15 min) Review the conclusions students have reached and the evidence they are using to defend their conclusion.</p> <p>Catching ONLY Zebra Mussels (1 hr) Students work on their zebra mussel catching device, modifying it to eliminate bycatch.</p> <p>Showcase Preparation (1 hr 15 min) Students prepare to communicate about the problem solving they've done this week and finish their campaigns.</p> <p>Showcase (1 hr) Students present the results of their inquiry and problem solving to visitors.</p> <p>Reflect (30 min) Students participate in a protocol designed to help them reflect on the science, engineering, technology, and math they've experienced this week.</p>

Equity work in Science

While discussing different species that exist within an ecosystem we would like to include information about how the field of science is working towards creating equity. One way we would like to do this is by exposing our children to the Common names project.

Common names accepted over the past 120 years align sometimes hinder the ability to improve communication. Examples include (but are not limited to):

- Names that contain derogative terms
- Names for invasive species with inappropriate geographic references
- Names that inappropriately disregard what the insect might be called by native communities

These problematic names perpetuate harm against people of various ethnicities and races, create a scientific community and cultural environment that is unwelcoming and non-inclusive, disrupt communication and outreach, and counteract the very purpose of common names.

Connection to Arlington

- Invasive plant management-Town of Arlington
 - Coordinate with Town Officials
 - Bring about self-awareness in students along with an understanding of their impact and responsibility to their community and the Earth.
- Friends of Spy Pond
 - Erosion Control Project: treat and remove invasive plant growth at the water's edge of Spy Pond Park.

izlearning Specifics

- \$11 per student per day (\$55 for the week). For a class of 25 students the cost is \$1,300 per week
- \$31,200 total for all 5th grade for week-(refill: \$600/class or \$24/student)
- Offer Free PD for teachers
 - During the school day, on a Saturday or during summer.

i2 learning

Pros

- Pros: mixture of content and practices with engineering that they don't get in the 50 minute classes.
- Real world application of science.
- Students produce a product that can share with community.



Cons

- Teacher led (will need training and PD).
- There are other new initiatives and curriculum that the elementary teachers are expected to undertake in other subjects in the coming years.

Engineering is Elementary

Overview

- A series of engineering curricula developed by the Museum of Science
- Each unit begins with a fiction story that presents an engineering challenge for the students to solve
- The unit is presented in 10 lessons that could be completed in 2 full school days (or split over 4 x 1/2 days)
- The classroom teacher leads the activities

Equity Work in Science

- There are many units to choose from. Likely examples include:
 - cleaning an oil spill,
 - designing a water filter,
 - designing a solar oven
- Many of the unit to choose from in EiE relate to natural resources. If we engage in this program we would like to discuss how natural resources are becoming scarce and how not everyone has equal access to these natural resources. We would also like to tackle and discuss the need for clean energy

Connection to Arlington

- Electrify Arlington-Town of Arlington
 - Coordinate with Town Officials
 - community-wide campaign to eliminate Arlington's greenhouse gas (GHG) emissions
 - Clean Energy Through Arlington Community Electricity (ACE)
- Food Scrap Diversion-Town of Arlington
 - Food Scrap Diversion
 - Zero Waste Arlington
 - Recycling

Engineering is Elementary Specifics

- Cost of materials: Approximately \$14/student per unit (\$8.50/student for refill each year)
- Water filter: \$324/class initial kit (\$174 refill each year)
 - \$7800 for all 5th grades (\$4200 for the refill each year)
- Oil Spill: \$359/class initial kit (\$219 refill each year)
 - \$8600 for all 5th grades (\$5300 for the refill each year)
- Solar Oven: \$329/class initial kit (\$179 refill each year)
 - \$7900 for all 5th grades (\$4300 for the refill each year)

Engineering is Elementary

Pros

- Well designed curricula
- Ties in ELA standards
- Mixture of content and practices with engineering that they don't get in the 50 minute classes
- Real world application of science.
- Students produce a product that can share with community
- Can make it fit around the lunch and specials schedule



Cons

- The teachers will need to learn new curricula and activities
- The teachers already feel overwhelmed with new initiatives that are being asked of them

Individual Science Field Trips

Overview

- Each school or class organizes day-long science field trips
- Organized by teacher
- This can be 1 day or up to 5 days
- Examples:
 - [World of Water](#)
 - [Empow](#)
 - [North Eastern Stem Center](#)
 - [Marine Science Center](#)
 - [NatureLinc](#)
 - [Audubon Education Programs](#)

Day long field trips

Pros

- Teacher can schedule when it fits with their schedule and aligns with their curriculum.
- Only need to schedule one day at a time vs an entire week
- Less expensive than Nature's Classroom on Wheels
- Led by program staff



Cons

- Need to schedule transportation
- Less student driven
- Might promote inequities depending on where schools go and how many day trips they schedule

World of Water (watersheds)

- 2.5 hours. \$5 per student, 2450 Beacon St, Boston (30 min drive)
- In this highly interactive program, students will learn about how Earth's water is distributed and be challenged to consider their visible and invisible water use. Students will tour our Great Engines Hall, learning about the development of the public waterworks system in Boston, and then demonstrate how people's actions can impact the Watersheds they live in on a large-scale model. They will also learn the basics of environmental equality and consider the many ways they can conserve and advocate for clean water in their everyday lives

Empow (coding)

- 2 hours. 26 students for \$395 (\$25/student/hour), 1776 Mass Ave, Lexington (15 min drive) .
- Looking for fun, enriching, easy-to-plan, and memorable field trip ideas for your class that also reinforce your key STEM topics and provide meaningful learning? Let Empow Studios do it all for your students! Our wide range of award-winning tech curriculum is designed for children in grades 2-8 and includes projects that students are proud to share with family & friends. Take a field trip to our Lexington or Newton Studio and learn to design, build, and code some of the coolest projects that draw out creativity, curiosity, and confidence!
- Classes are in groups of 10. They can take up to 30 students. They can also come to the school or lead a lesson virtually across multiple classes.

North Eastern Stem Center (water quality)

- 9:00 - 1:30. Free, Dana Research Center, 110 Forsyth St, Boston, MA (25 min drive)
- Choose 2 out of many activities. One that ties into 5th grade standards is: Who Polluted the Charles is an interactive story that gives students an up-close and personal idea of various sources of pollution, and how every person contributes to contamination. A discussion on the sources of pollution, water quality issues, uses of the water bodies, and the clean-up processes for different contaminants gives students an introduction to the broad field of environmental engineering and water resources management. This is an increasingly important and relevant topic in today's society, as water resources and contamination of water bodies plays a key role in sustaining a healthy community. By default, this activity is paired with the Water Filtration activity and takes between 90-120 minutes (depending on how in-depth you want to go for the water filters). In addition, both these activities are usually also paired with the [Oil Spill Activity](#).

Marine Science Center (marine science)

- 2 - 3 hours, \$350 per group, East Point, Nahant, MA (50 min drive)
- Typical visit focuses on rocky shore ecology and biodiversity. The visit lasts 2.5-3 hours and consists of a few components: classroom rocky shore learning stations, rocky shore data collection, touch tanks, and East Point walking tour. Most groups eat a picnic lunch on the lawn either after the program ends or during a break in the program. Our fees are \$350 per group of 30 students or less, and we can accommodate up to 3 groups (90 students) during a single visit.
- Although this is highly dependent on grade level, typical field experiences include the following, with younger students tending to focus more on biodiversity and older students tending to focus more on field research skills: What Lives Here – Identification and classification of common marine invertebrates and algae. Why Does it Live Here – Hypothesizing, testing, and analyzing how abiotic factors affect the distribution of life on the rocky shore. How Does it Live Here – How species adapt to these challenging conditions. How Do We Know All This – How scientists collect data and conduct field research on the rocky shore
- Students will also get a chance to visit our touch tanks and interact with species they may not have found on the shore. If time permits, students will be escorted across the dramatic geology of East Point and learn about the area's unique and renowned natural and human history.

NatureLinc (outdoor education)

- Sliding scale fee. 295 Cambridge Turnpike, Lincoln, MA (15 min drive)
- “Farrington hosts field trips year round on our 75 acre property in Lincoln, We can typically accommodate between 15-65 children for a field trip and we can discuss the best activities to do on property with your group in our conversation. Activities vary based on the season and may include options like hiking, snowshoeing, pond exploration, farm animal visits, gardening, nature art, games, fort-building, using an apple cider press, cooking, campfires, and more. We also offer overnight visits for groups interested in a longer program.”

Drumlin Farm (Pond Ecology)

- 2 hour program: \$10.50/student, 3 hour program: \$12.00/student, 4 hour program: \$14.00/student, 1 free adult chaperone/12 students
- Pond ecology: Use aquatic sampling equipment to collect, identify, and compare physical, chemical, and biological aspects of pond and vernal pool ecosystems. Study the unique adaptations of organisms that require these habitats to complete their life cycle. Develop observational and critical thinking skills by learning to use identification keys and field guides while collecting and analyzing data.

Next Steps

- Parent Forums (planning to have 2; TBD)
 - Present options
 - Q&A session
- Teacher Meeting (planning to have 1; TBD)
 - Present options
 - Q&A session
- Presentation to SC (10/13)
- 5th grade Teacher PD (11/30 & 3/22)

Moved that the School Committee requests the Superintendent to prepare a report by the first School Committee meeting in October of 2022 analyzing any options for the district to offer or partner to offer an educational overnight experience to students in their 5th or 6th grade year.



Town of Arlington, Massachusetts

Strategic Planning

ATTACHMENTS:

Type	File Name	Description
▣ Presentation	Revised_Strategic_Initiative_Outcome_Template.pdf	Revised Strategic Initiative Outcome Template
▣ Presentation	APS_Strategic_Planning_Process_and_Schedule.pdf	APS Planning Process and Schedule

Guidance for Development of Strategic Initiatives

Objective

The objective: This process will yield a written strategic plan with the key initiatives nested beneath the overarching district priorities. Subcommittees will fill out this template for each of the strategic initiatives they identify for their assigned priority area.

Guidance

A good strategic initiative will...

- Directly support the vision and mission
- Directly address the priority area
- Focus on concrete long-term changes that can be broken into specific steps
- Connect directly to students' experience
- Be useful for guiding operational choices within the district
- Have clear metrics for success
- Define an important outcome while leaving room for adaptation on the path to arrive there
- Include a realistic picture of the resources needed and a plan for implementation

This template should not be filled out sequentially. It's here to capture all of the key information about the initiative after it has been developed.

*For brief notes about strong strategic planning, see [this concise article](#) from the Public Education Leadership Project.

Priority #	Priority	Name of Initiative:	[add name here]
-------------------	----------	----------------------------	-----------------

Outcome

What is the outcome that this initiative seeks to achieve in five years?	[describe clear, concrete outcome here]
--	---

Summary

Please provide a narrative summary of what we are trying to accomplish and why
[describe the initiative here]

Major Milestones

What are the highest priority, most meaningful deliverables and actions that we must achieve to successfully arrive at the desired outcome, from our current state?

These should be a few major milestones that might be reported to the school committee and the public to show major phases of work are complete. They should have a clear impact on student experience.

<u>Year</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Major Milestones					

Key Outcomes

Identify 1-3 metrics that can serve as strong indicators of performance that are directly representative of successful execution of the initiative.

Outcome metrics are the indicators that will be tracked (eg: 100% of families feel connected to their school, as reported on a specific metric in the Panorama end-of-year survey) whereas targets are the specific benchmarks to be achieved by specific deadlines (eg: 60% by end of year 1, 80% by end of year 2, etc).

<u>Year</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Outcome Metric 1	[Add metric here]				
Annual Benchmark	[add for year 1]	[add for year 2]	[add for year 3]	[add for year 4]	[add for year 5]
Outcome Metric 2	[Add metric here]				
Annual Benchmark	[add for year 1]	[add for year 2]	[add for year 3]	[add for year 4]	[add for year 5]
Outcome Metric 3	[Add metric here]				
Annual Benchmark	[add for year 1]	[add for year 2]	[add for year 3]	[add for year 4]	[add for year 5]

Rationale

Why is this initiative essential to the priority?	[add concise description]
How will this initiative advance DEI work in APS?	[add concise explanation]
What is the current state of affairs related to the priority?	[add concise explanation]

Resources

List the resources that will be required to implement this initiative.

Financial: What is the budget commitment that will be required to implement the initiative successfully? Why is this necessary?

Assigned Staff: What time and expertise from APS staff or partners will be needed to implement the initiative successfully?

Other Resources: What other resources will be required to implement the initiative successfully? (EG: space, technology, time, access, etc)

<u>Year</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Financial					
Assigned Staff					
Other Resources					

Anticipated Challenges or Complications

What could get in the way and how can we mitigate or anticipate?

What other actions or initiatives in the district may be competing or should be considered for cessation?

Arlington PS Strategic Plan – Process

Updated 2022-09-19

This is a working document that will be updated during the project.

Session	Date / Time	Location	Objectives	Agenda	Notes
Part 1: Launch Process	August		<ul style="list-style-type: none"> - Convene the whole group - Establish working groups and define their work 		
Launch Meetings	Session 0 -Mon, Aug 15 (canceled)	Arlington High School Rooms 429 and 430	<ul style="list-style-type: none"> - Ground in purpose - Review mission, vision, priorities - Establish the outcome and plan 	NA	
	Session 1 -Tues, Aug 16 (6:00-8:00pm)	Zoom		August 16 Agenda	
Working Group Meeting	Session 2 -Tues, Aug 23 (6:00-7:30pm)	Zoom Meeting (Details at Right)	<ul style="list-style-type: none"> - Form working groups for each strategic priority - Working groups plan their work - Briefings for working groups on existing work 	August 23 Agenda	Zoom: ID: 85343230082 Passcode: 848110 (US) +1 669-900-9128 Passcode: 848110
Part 2: Working Groups Launch	August - September		<ul style="list-style-type: none"> - Working groups consult stakeholders related to priority areas - Working groups develop initiatives for their assigned priority areas 		

Working groups review data	Aug 23 - Sept 11 (Flexible Scheduling)	NA	<ul style="list-style-type: none"> - Working group members review relevant data - Working groups develop questions list - Working groups develop initiatives list 	NA	
Whole-Group Meeting	Session 3 -Mon, Sept 12 (6:00-8:00pm)	Arlington High School Rooms 429 and 430	<ul style="list-style-type: none"> - Working groups meet to review data and findings and to list possible initiatives 	September 12 Agenda	
Working Groups Work	Sept 13 - 19 (Flexible Scheduling)	NA	<ul style="list-style-type: none"> - Working group members interview stakeholders related to priority - Working group members review relevant quantitative data 	NA	
Working Group Meeting	Session 4 -Tues, Sept 20 (6:00-7:30pm)	Zoom Meeting (Details at Right)	<ul style="list-style-type: none"> - WGs define outcomes for priority, list initiative prospects - WGs identify which gaps/outcomes addressed by current initiatives and which not 	September 20 Agenda	Zoom: ID: 85819356562 Passcode: 215250 (US) +1 309-205-3325 Passcode: 215250
Working Groups Work	Sept 20 - Oct 4 (Flexible Scheduling)	NA	<ul style="list-style-type: none"> - WGs finish Sept. 20 objectives - WGs begin to look ahead 	NA	
Part 3: Draft Plan	October		- Develop and deliver plan		
Whole-Group Meeting	Session 5 -Mon, Oct 3	Arlington High	<ul style="list-style-type: none"> - WGs identify 2 types of stakeholders needed 	October 3 Agenda	

	(6:00-7:30pm)	School Rooms 429 and 430	- WGs work on details of possible initiatives	TBA	
Working Groups Work	Oct 4 - 18	NA	- WGs hold stakeholder engagement	NA	
Whole-Group Meeting	Session 6 -Weds, Oct 19 (6:00-7:30pm)	Arlington High School Rooms 429 and 430	- Working groups share initiatives with details - Whole group provides feedback for revisions	October 19 Agenda TBA	
Working Groups Work	October (flexible)	NA	- Any additional stakeholder engagement - Revise initiatives	NA	
Working Group Meeting	Session 7 -Mon, Oct 24 (6:00-7:30pm)	Zoom Meeting (Details at Right)	- Working group time on revisions and continuing work	October 24 Agenda TBA	Zoom: ID: 82768095317 Passcode: 337097 (US) +1 646-558-8656 Passcode: 337097
Part 4: Test & Confirm Plan	October - November		- Stakeholder feedback on initiatives and plan		
District leaders work	Between Meetings (Flexible Scheduling)	NA	- Sup and leadership test plan with needed stakeholders	NA	
Whole-Group Meeting	Session 8 -Weds, Nov 9	Arlington High	- Whole group reviews stakeholder feedback and discusses revisions	November 9 Agenda	

	(6:00-7:30pm)	School Rooms 429 and 430		TBA	
<i>Working Groups Work</i>	<i>Between Meetings (Flexible Scheduling)</i>	NA	- <i>Working groups revise</i>	NA	
Whole-Group Meeting	Session 9 -Mon, Nov 14 (6:00-7:30pm)	Arlington High School Rooms 429 and 430	- Whole group reviews final plan and affirms	November 14 Agenda TBA	
Part 5: Transition	December		<ul style="list-style-type: none"> - Finish up work - Prepare for implementation 		
Tentative Meeting	Session 10 -Mon, Dec 5 (6:00-7:30pm)	Arlington High School Rooms 429 and 430	<ul style="list-style-type: none"> - Conclude any final work - Cancel if unneeded 	December 5 Agenda TBA	
Tentative Meeting	Session 11 -Mon, Dec 12 (6:00-7:30pm)	Arlington High School Rooms 429 and 430	<ul style="list-style-type: none"> - Conclude any final work - Cancel if unneeded 	December 12 Agenda TBA	



Town of Arlington, Massachusetts

Old Business



Town of Arlington, Massachusetts

New Business



Town of Arlington, Massachusetts

Approval of Minutes

ATTACHMENTS:

	Type	File Name	Description
📎	Minutes	8.26.22.DRAFT.pdf	CIAA Meeting Minutes for Approval-8/26/22

Arlington School Committee
Curriculum, Instruction, Assessment & Accountability Subcommittee
Meeting Minutes
Friday, August 26, 2022 @ 1:00 p.m.

Attendance

Subcommittee Members:

Jane Morgan (Chair), Paul Schlichtman, Len Kardon

District Leadership:

Liz Homan (Superintendent), Roderick MacNeal (Assistant Superintendent), Matthew Janger (AHS Principal)

Others:

Dan Anderson (Independent Consultant), Jim Burrows (Skanska)

School Committee members:

Kirsi Allison-Ampe, Liz Exton, Jeff Thielman

The meeting was called to order at 1:00 p.m.

Strategic Planning Overview

- Dr. Homan provided an overview of the strategic planning process to date which included the formation of a committee and a schedule of meeting dates and planned timeline for development, approval and implementation.

September 2023 AHS Building and Schedule Plan

- Dr. Janger presented his memo on planning for the impacts of the high school building project on the AHS schedule for the fall of 2023. Due to delays with the project stemming from the unexpected contamination of the geothermal wells sites there is a conflict between the demolition of Fusco house (needed to maintain the current project schedule) and the need to have enough classrooms for the start of school in 2023. The subcommittee discussed options and asked questions. It was clarified that in either scenario (retain or demolish Fuscoe house), Phase 2 of the new building would be available to staff and students on 9/25/23. Committee members are concerned about costs related to any delay in the project. At the same time, several members feel that it would be in the best interests of students to delay the abatement and demolition of Fusco House and the Blue Gym so that the school could have a normal opening of school in September of 2023. This allows students to not lose any learning time, experience a normal schedule, and begin to form relationships with fellow students and staff.

CIAA Dates for Fall 2022

- The subcommittee set the following dates for Fall 2022 meetings all from 8-1030AM
- **September 28:** Science Camp, Strategic Planning, Old Business, New Business, Approve Minutes
- **October 24:** Elementary Literacy, Strategic Planning, Old Business, New Business, Approve Minutes
- **November 14:** SLC programming at Gibbs, Strategic Planning, Old Business, New Business, Approve Minutes
- **December 21:** HGI Update, Open campus and substitutes at AHS, Strategic Planning, Old Business, New Business, Approve Minutes

The meeting was adjourned at 3:30 p.m.



Town of Arlington, Massachusetts

Adjournment



Town of Arlington, Massachusetts

Submitted by Jane Morgan, Chair